

Harleyville-Ridgeville Elementary

1650 East Main Street
Dorchester, South Carolina 29437

Grades	PK-5 Elementary School	
Enrollment	424 Students	
Principal	Morris Ravenell	843-462-7671
Superintendent	D. Renee Mathews	843-563-4535
Board Chair	Dr. James Hodges	843-563-9057

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	5	48	77	14

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 13 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004	Average	Unsatisfactory	Yes
2005	Below Average	Unsatisfactory	No

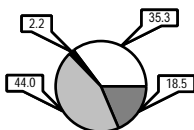
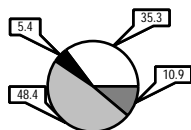
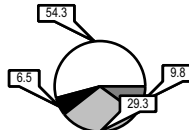
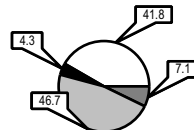
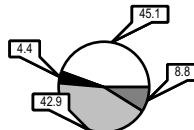
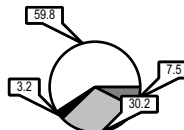
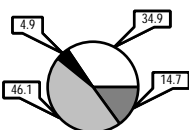
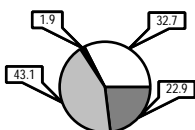
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

93.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	202	100.0	35.1	43.6	18.1	3.2	28.7	Yes	Yes
Gender									
Male	105	100.0	42.0	44.0	10.0	4.0	17.0		
Female	97	100.0	27.3	43.2	27.3	2.3	42.0		
Racial/Ethnic Group									
White	46	100.0	28.9	39.5	26.3	5.3	39.5	I/S	Yes
African American	140	100.0	38.1	44.0	16.4	1.5	24.6	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	171	100.0	30.2	47.2	20.1	2.5	30.8		
Disabled	31	100.0	62.1	24.1	6.9	6.9	17.2	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	202	100.0	35.1	43.6	18.1	3.2	28.7		
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	199	100.0	34.6	43.8	18.4	3.2	29.2		
Socio-Economic Status									
Subsidized meals	172	100.0	38.8	42.5	16.3	2.5	26.3	No	Yes
Full-pay meals	30	100.0	14.3	50.0	28.6	7.1	42.9		

Mathematics – State Performance Objective = 36.7%									
All Students	202	100.0	35.1	47.9	11.7	5.3	28.7	Yes	Yes
Gender									
Male	105	100.0	39.0	46.0	9.0	6.0	25.0		
Female	97	100.0	30.7	50.0	14.8	4.5	33.0		
Racial/Ethnic Group									
White	46	100.0	18.4	42.1	28.9	10.5	50.0	I/S	Yes
African American	140	100.0	41.0	50.0	6.7	2.2	22.4	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	171	100.0	30.2	51.6	11.9	6.3	32.1		
Disabled	31	100.0	62.1	27.6	10.3	0.0	10.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	202	100.0	35.1	47.9	11.7	5.3	28.7		
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	199	100.0	35.1	47.6	11.9	5.4	29.2		
Socio-Economic Status									
Subsidized meals	172	100.0	37.5	47.5	10.0	5.0	25.0	No	Yes
Full-pay meals	30	100.0	21.4	50.0	21.4	7.1	50.0		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	202	100.0	53.7	29.8	9.6	6.9	16.5
Gender							
Male	105	100.0	55.0	30.0	7.0	8.0	15.0
Female	97	100.0	52.3	29.5	12.5	5.7	18.2
Racial/Ethnic Group							
White	46	100.0	34.2	28.9	21.1	15.8	36.8
African American	140	100.0	60.4	30.6	6.7	2.2	9.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	8	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	171	100.0	51.6	30.2	10.7	7.5	18.2
Disabled	31	100.0	65.5	27.6	3.4	3.4	6.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	202	100.0	53.7	29.8	9.6	6.9	16.5
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	199	100.0	53.5	29.7	9.7	7.0	16.8
Socio-Economic Status							
Subsidized meals	172	100.0	56.3	28.8	8.1	6.9	15.0
Full-pay meals	30	100.0	39.3	35.7	17.9	7.1	25.0

Social Studies							
All Students	202	100.0	42.0	46.8	6.9	4.3	11.2
Gender							
Male	105	100.0	46.0	41.0	10.0	3.0	13.0
Female	97	100.0	37.5	53.4	3.4	5.7	9.1
Racial/Ethnic Group							
White	46	100.0	31.6	44.7	10.5	13.2	23.7
African American	140	100.0	46.3	47.0	6.0	0.7	6.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	8	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	171	100.0	37.7	49.7	7.5	5.0	12.6
Disabled	31	100.0	65.5	31.0	3.4	0.0	3.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	202	100.0	42.0	46.8	6.9	4.3	11.2
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	199	100.0	41.6	47.0	7.0	4.3	11.4
Socio-Economic Status							
Subsidized meals	172	100.0	45.6	44.4	5.6	4.4	10.0
Full-pay meals	30	100.0	21.4	60.7	14.3	3.6	17.9

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	78	96.2	16.0	45.3	34.7	4.0	38.7
	4	60	100.0	30.0	50.0	20.0	N/A	20.0
	5	74	97.3	34.7	55.6	9.7	N/A	9.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	66	100.0	17.5	42.1	35.1	5.3	40.4
	4	72	100.0	41.5	44.6	12.3	1.5	13.8
	5	64	100.0	43.1	46.6	10.3	0.0	10.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	78	97.4	23.7	63.2	10.5	2.6	13.2
	4	60	100.0	31.7	48.3	15.0	5.0	20.0
	5	74	100.0	55.4	35.1	8.1	1.4	9.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	66	100.0	21.1	56.1	19.3	3.5	22.8
	4	72	100.0	40.0	46.2	6.2	7.7	13.8
	5	64	100.0	43.1	43.1	8.6	5.2	13.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	66	100.0	42.1	35.1	14.0	8.8	22.8
	4	72	100.0	60.0	24.6	7.7	7.7	15.4
	5	64	100.0	58.6	29.3	8.6	3.4	12.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	66	100.0	26.3	54.4	12.3	7.0	19.3
	4	72	100.0	41.5	46.2	7.7	4.6	12.3
	5	64	100.0	55.2	41.4	1.7	1.7	3.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 424)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	4.4%	Up from 2.4%	3.9%	3.0%
Attendance rate	95.3%	Down from 99.9%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.0%	Down from 3.9%	5.5%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	2.5%	Down from 3.3%	4.8%	3.2%
Eligible for gifted and talented	4.3%	Down from 5.0%	5.3%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.3%	Down from 5.0%	7.8%	8.2%
Older than usual for grade	1.4%	Down from 1.6%	1.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 38)				
Teachers with advanced degrees	60.5%	Down from 66.7%	50.0%	52.6%
Continuing contract teachers	86.8%	Down from 94.9%	77.6%	83.3%
Highly qualified teachers	97.2%	Up from 91.9%	92.3%	93.5%
Teachers with emergency or provisional certificates	3.1%	Down from 5.4%	2.4%	0.0%
Teachers returning from previous year	87.5%	No change	83.5%	87.0%
Teacher attendance rate	95.4%	Up from 93.0%	94.9%	95.0%
Average teacher salary	\$38,962	Down 4.0%	\$40,479	\$41,703
Prof. development days/teacher	18.0 days	Up from 13.5 days	13.1 days	12.8 days
School				
Principal's years at school	1.0	Down from 4.0	4.0	4.0
Student-teacher ratio in core subjects	11.9 to 1	Down from 17.8 to 1	16.7 to 1	18.8 to 1
Prime instructional time	88.6%	Down from 91.2%	88.9%	89.8%
Dollars spent per pupil*	\$8,227	Up 2.5%	\$7,233	\$6,242
Percent of expenditures for teacher salaries*	60.6%	Down from 64.0%	63.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	96.4%	Up from 91.2%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	Down from Excellent	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	89.7%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The faculty and staff at Harleyville-Ridgeville Elementary, along with School Improvement Council, have worked diligently to address the needs of our student body. The continuation of programs already in place along with some new initiatives will keep the school moving in the direction of academic excellence.

Programs being utilized at Harleyville-Ridgeville include: Reading Recovery, Math Coach, South Carolina Reading Initiative, Measure of Academic Progress (MAPS), and the Reading First Program. These programs are delivered by a highly competent staff who holds high expectations for our students.

The results of the 2004 PACT indicate that mathematics was an area that needed some attention. In an attempt to address those needs, we have concentrated school-wide on the math curriculum. We have utilized the MAPS results to further pinpoint areas of strengths and weaknesses.

Science needs have been addressed in the school by providing lab time for all third, fourth, and fifth grade students. Students experienced more hands-on activities and thoroughly familiarized themselves with the scientific process. Time was also allotted to address the Social Studies curriculum in grades three, four, and five.

Through our emphasis on having our students reading at grade-level by the time they leave third grade, we envision meeting the needs of students that will help them be confident, high performing students in all subject areas. Students and staff members are held to high expectations at all times.

The school constantly seeks ways to have parents and the community to become more involved in the educational process. In addition to weekly and monthly newsletters, we hold evening events such as math, science, and reading nights to have parents visit the school. Parents have been receptive to our invitations and are supportive of our efforts at the school.

We feel that with all of the contributing factors in place, Harleyville-Ridgeville will continue to strive towards academic excellence.

Morris Ravenell, EdD
Principal

Harriett Ramsey
School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	39	45	21
Percent satisfied with learning environment	83.8%	86.7%	90.5%
Percent satisfied with social and physical environment	79.5%	75.6%	81.0%
Percent satisfied with school-home relations	43.6%	88.6%	71.4%

*Only students at the highest elementary school grade level at this school and their parents were included.